CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

3.I. Data Presentation

The data are collected from two junior high schools and the writer divides the data into two groups. Each group shows different analysis, therefore the writer uses two methods: quantitative and qualitative analysis.

In analyzing the quantitative data the writer uses Pearson Chi-square, with α 5% for the significant level and computes the data. She also uses tables to present the qualitative analysis. Here the respondents are asked their opinion and attitude about the Javanese language at school.

The respondents are 100 students from SLTPN I, and SLTPN 6 Surabaya. To know the influence of using Javanese toward Javanese grade at school, she uses Pearson Chi-square. Here, the Javanese grade is divided into five categories: A,B,C,D and E. In analyzing the data by Pearson Chi-square, there are two different variables which are counted.

There are 7 variables in the data, as follows:

$X1$ = The language that is used spoken to older

$X2$ = Language spoken to friends

$X3$ = The ability of using the Javanese language

$X4$ = Level of the Javanese language mastery

$X5$ = The degree of favorite toward the Javanese language

17

X6 = Parents' ethnic

X7 = The degree of understanding Javanese

Those variables are counted by using Pearson Chi-square, and using α 5%. After wards the writer computes the data to find out the significant level for each category.

3.2. Data Analysis

CATEGORY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
A=>81	1.00	24	24.0	24.0	24.0
B=66-80	2.00	44	44.0	44.0	68.0
C=56-65	3.00	21	21.0	21.0	89.0
D=45-55	4.00	8	8.0	8.0	97.0
E=<45	5.00	2	2.0	2.0	99.0
	22.00	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Valid cases   100   Missing cases   0

The students' level in the Javanese language at school are divided into five values or codes (A,B, C, D, and E). Each value label has different value, such as grade A= > 81, has value or code 1.00. The frequency of the students who get grade A is 24 respondents or the percentage is 24% with the valid percent 24.0. The cumulative percent is 24.0.

The respondents, who get B in the Javanese language, have value 2.00. The frequency is 44 or the percentage is 44% with the valid percents 44.0, and the cumulative percent is 68.0

The respondents, who get C in Javanese language, have value 3.00. The frequency of the students who get this grade is 21 students. The percentage is 21% with the valid percent 21.0, so the cumulative percent is 89.0.

The respondents who get D for the Javanese language have value 4.00. The frequency of those respondents is 8. The percentage is 8%, with the valid percent 8.0, and the cumulative percent is 97.0.

The latest respondents, who get E for the Javanese language subject, have value 5.00. The frequency is 2 students with the percentage 2% from the total respondents. With the valid percent 2.0, and the cumulative percent is 99.0. So the total frequency is 100, with the percentage and valid percent 100.0. Valid cases of this research are 100, so there are no missing cases.

3.2.1. The Influence of Using Javanese toward the Javanese Grade at School

The first variable counted into Pearson Chi-square is the language used to speak with elders. The results are described below:

PARENTS' LANGUAGE by CATEGORY (TableI.I)

```
                    CATEGORY                                      Page 1 of 2
            Count  |
                   |A=>81    B=66-80   C=56-65   D=45-55   E=<45
                   |                                                    Row
                   |   1.00|    2.00|    3.00|    4.00|    5.00| Total
PARENTS     -------+--------+--------+--------+--------+--------+
            1.00   |   8  |    13  |    9  |    3  |    1  |    34
   Java            |      |        |       |       |       |    34.0
                   +--------+--------+--------+--------+--------+
            2.00   |   4  |    13  |    5  |    1  |       |    23
   Smooth JV       |      |        |       |       |       |    23.0
                   +--------+--------+--------+--------+--------+
            3.00   |  12  |    19  |    7  |    4  |    1  |    43
   Indonesia       |      |        |       |       |       |    43.0
                   +--------+--------+--------+--------+--------+
            Column     24       44       21       8        2      100
(Continued)  Total    24.0     44.0     21.0     8.0      2.0    100.0
```

```
    Chi-Square                    α                  Significance
--------------------       ------------         --------------
Pearson                       0.05                   .87561
```

There are 34 respondents who speak Javanese with their parents. They have been taught to speak Javanese since they were children. The Javanese language here relates to the lowest level of the Javanese language (ngoko). There are 13 respondents who got B, 8 respondents got A, 9 respondents got C, 3 respondents got D, and only 1 respondent who got E. Only some respondents can speak Jawa halus or Kromo and Krama Inggil with their parents or elders. There are only 23 respondents who did it. 4 respondents got A in this subject, 13 respondents got B, 5 respondents got C, 1 respondent got D, and no one got E. When they speak Indonesian with their parents or elders, they rarely speak Javanese or their parents do not teach Javanese to their children.

There are 43 respondents who always speak Indonesian with their parents. But this condition does not influence students' grade in the Javanese language at school. The students who speak Indonesian with their parents also got good marks in their Javanese subject. There are 12 respondents who got A, 18 respondents got B, 7 respondents got C, 4 respondents got D, and only 1 respondents who got E in Javanese subject. The total of the respondents who got A is 24 respondents, 44 respondents got B, 21 respondents got C, 8 respondents got D, and 2 respondents got E. These number show respondents' ability in communicating with elders or parents.

After wards, the writer uses Pearson Chi-square to test whether the language uses by the parents at home influence the students' grade at school or not. Here she uses α 5%, computes the variables, and find out the significance for the first category. The significance for the first variable is 0.87561. If the

significance of Pearson value is higher than α 5% (0.05), Ho is accepted. Here there is no relation between using Javanese with older people toward Javanese grade at school. Because Pearson value is 0.87561, it is higher than 0.05.

FRIENDS LANGUAGE by CATEGORY (Table I.2)

```
                   CATEGORY                                    Page 1 of 2
           Count  |
                  |A=>81     B=66-80  C=56-65  D=45-55  E=<45
                  |                                            Row
                  |     1.00|    2.00|    3.00|    4.00|    5.00| Total
FRIENDS    -------+--------+--------+--------+--------+--------+
           1.00  |    6   |   13   |   14   |    6   |    2   |    41
   Java          |        |        |        |        |        |  41.0
                 +--------+--------+--------+--------+--------+
           2.00  |   12   |   24   |    4   |    2   |        |    43
  Indonesia      |        |        |        |        |        |  43.0
                 +--------+--------+--------+--------+--------+
           3.00  |    6   |    7   |    3   |        |        |    16
   Others        |        |        |        |        |        |  16.0
                 +--------+--------+--------+--------+--------+
           Column     24       44       21        8        2      100
(Continued) Total    24.0     44.0     21.0      8.0      2.0    100.0


       Chi-Square                    α                    Significance
  --------------------        ------------            ------------

Pearson                          0.05                       .02640
```

From the second category, the writer finds out the relationship between the use of language with friends in daily communication toward the Javanese grade at school. There are 41 respondents who used to speak the Javanese language at school with their friends. There are 6 respondents who got A in this subject and they speak Javanese language with their friends in their daily communication in school. 13 respondents got B, 14 respondents got C, 6 respondents got D, and 2 respondents got E in Javanese language subject. 41 % of the respondents say that they speak Javanese language with their friends at school.

This language is spoken by the respondents who are Javanese, and they want to communicate with their friends in the simplest way.

The respondents who speak Indonesian with their friends are 43 respondents. Here, 12 respondents got A for the Javanese language subject, 24 respondents got B, 4 respondents got C, 2 respondents got D, and no one got E. Then, it is seen that most of the respondents choose to use Indonesian as a means of communication with their friends at school. It is 43% of the respondents say that they speak Indonesian with their friends at school.

The respondents who speak other languages, say that they always mix the language between the Javanese and Indonesian language or sometime they mix it with foreign language and *gaul* language. There are 16 respondents who speak this kind of language with their friends at school. 6 respondents got A, 7 respondents got B, 3 respondents got C, and no one got D or even E.

Here, all respondents communicate in either Javanese, Indonesian, or other languages. We can see that 24 % of the respondents who communicate in Javanese, Indonesian or other language got A in the Javanese language subject. 44% got B, 21% C, 8% got D, and 2 % E. Most respondents seem to choose Indonesian and Javanese to communicate with friends at school, because they feel comfortable and familiar to those two languages.

The writer computed the data by using Pearson Chi- square, she got 0.02640 for the significant level in this category. Meanwhile the α is 5% or (0.05), it means that the Hi is accepted because the P value is lower than α 5%. Ho is

rejected. In other words, there is an influence for students to use Javanese with friends toward their Javanese grades at school.

This finding has close relationship with the sociolinguistics theory proposed by Maurice Craft (1984:96) . He said that pattern of language use in the family and in the locality are bound to influence the degree of mother tongue retention in the future school population. The second category proved that there is a relation between using the language with friends toward the Javanese grade at school.

This is also proposed by Alwasilah (1985:26). He also stated that the more frequent the speaker practice and uses the language, the more fluent speaker will be in using the languge. By using statistical test, it is known that the use of the Javanese language with friends will influence the students' Javanese grade at school.

Most of the respondents always communicate with their friends at school in Indonesian and the Javanese language. When they talk about daily activities, hobbies, and also the subjects at school they mostly used Javanese. This habit influences students very much. Peer group always influences students habit, including their subject matter at school.

THE JAVANESE LANGUAGE MASTERY by CATEGORY (TableI.3)

```
                    CATEGORY                                    Page 1 of 2
             Count  |
                    |A=>81    B=66-80   C=56-65   D=45-55  E=<45
                    |                                                Row
                    |    1.00|    2.00|    3.00|    4.00|    5.00| Total
Javanese     -------+--------+--------+--------+--------+--------+
              1.00  |    9   |   21   |    9   |    1   |    1   |    41
Active              |        |        |        |        |        |    41.0
                    +--------+--------+--------+--------+--------+
              2.00  |   15   |   22   |   12   |    7   |    1   |    58
Little              |        |        |        |        |        |    58.0
                    +--------+--------+--------+--------+--------+
              3.00  |        |    1   |        |        |        |     1
Can not             |        |        |        |        |        |     1.0
                    +--------+--------+--------+--------+--------+
             Column    24       44       21        8        2       100
(Continued)  Total     24.0     44.0     21.0      8.0      2.0     100.0
```

```
Chi-Square                     α                    Significance
--------------------      -----------          ------------

Pearson                      0.05                   .81688
```

The third category is the students' ability in the Javanese language mastery. This category is divided into three categories; there are considered active speakers of Javanese, passive speakers of Javanese and non-native speakers of Javanese. By using this category the writer wants to know the respondents' ability in using the Javanese language. Because today most of the students seem to find it difficult to speak Javanese.

There are 100 respondents in this subject, 41% of the respondents say that they can speak and understand Javanese very well or they are active. 1% of the respondents say that he/she can not speak Javanese, it seems that the parents did not teach the children to speak Javanese. 58% of the respondents say that they know a little bit of Javanese or we may say that they are passive. Maybe they understand Javanese but they can not speak Javanese very well.
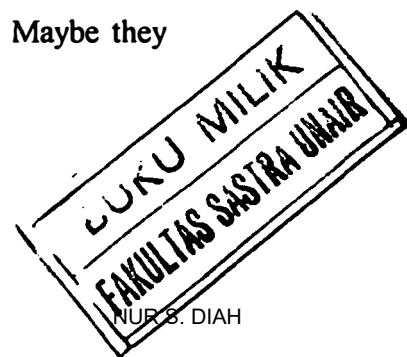
From the respondents who can speak and understand Javanese, there are 9 respondents who got A. 21 got B, 9 got C. And only 1 got D and E. So far, we can not see the influence of respondents' ability in using Javanese toward Javanese grade at school. There are only one respondent who can not speak Javanese, he/she got B.

The are 58% of the respondents know a little bit of Javanese. Those respondents got various grades. 15 respondents got, 22 got B, 12 respondents got C. There are 7 respondents who got D, and only one got E for Javanese language subject.

Students might know a little bit about Javanese but they got good mark in the Javanese subject at school. Students who can not speak Javanese got B in this subject. This may happen, because the respondent is clever or he/she might try hard to get better mark.

The writer computed the data to find out the significant level for this category. Then the P value is 0.81688, for α 5% or (0.05). It means that the significant is higher than α 5%. So Ho is accepted and there is no relation between the respondents' ability in Javanese language toward Javanese grade at school.

From this category we may conclude that students' ability in Javanese do not influence students' grade in Javanese language. Because there are some variables, which may include, such as: students' intelligence and teachers' ability in teaching the subject. Meanwhile those variables are not included in this research.

LEVELES of JAVANESE LANGUAGE by CATEGORY (Table I.4)

```
                    CATEGORY                                    Page 1 of 2
            Count |
                  |A=>81      B=66-80  C=56-65  D=45-55  E=<45
                  |                                                Row
                  |    1.00|    2.00|    3.00|    4.00|    5.00| Total
Javanese    ------+--------+--------+--------+--------+-------+
            1.00  |    2   |    1   |        |        |       |      3
  Krama           |        |        |        |        |       |    3.0
                  +--------+--------+--------+--------+-------+
            2.00  |    8   |   18   |    5   |    3   |       |     34
  Ngoko           |        |        |        |        |       |   34.0
                  +--------+--------+--------+--------+-------+
            3.00  |   14   |   25   |   16   |    5   |    2  |     63
  Suroboyoan      |        |        |        |        |       |   63.0
                  +--------+--------+--------+--------+-------+
            Column     24       44       21        8        2     100
(Continued) Total     24.0     44.0     21.0      8.0      2.0   100.0
```

```
      Chi-Square                    α                 Significance
----------------------        -----------           -------------
Pearson                          0.05                   .70584
```

Some respondents are familiar with Krama lnggil, and Kromo , but some are not. This might influence respondents' ability in learning Javanese at school. Respondents who are familiar with Krama ,and Kromo Inggil are mostly from Javanese parents. Their parents have taught them to speak and understand Javanese since they were children. Those two levels of language are very difficult to learn because only some people understand or know them. Parents may not realize the advantages of learning Javanese at home. Because of the modernization era, many parents do not teach their children to learn Javanese. They will be more proud if their children can speak lndonesian than if they speak Javanese.

From the above table I.4 it is seen that there are 3 respondents who are familiar with Krama or Kromo Inggil. These respondents are taught by their

parents to speak the high level of Javanese, and their parents also speak Javanese very well. Most respondents are only familiar with Ngoko, because this level of the Javanese language is very easy for many people to understand and they communicate with it in everyday conversation. 34 respondents say that they understand and speak Ngoko.

The last category is Suroboyoan, this language is the easiest one of all. Many respondents are familiar with this level of language. There are 63 respondents say that they understand and speak Suroboyoan. It means that most of the respondents choose Suroboyoan when they communicate with others.

From the respondents who are familiar with Krama or Kromo Inggil, there are 2 respondents who got A for the Javanese language subject. 1 respondent got B and there is no one who got C, D or E. The respondents who are familiar with Ngoko are separated in every category of grades. There are 8 respondents who got A, 18 got B, 5 got C; and 3 got D. there are 34 % of the respondents who say that they know and speak Ngoko.

There are 63 respondents say that they are used to speaking Suroboyoan with others. They master this Suroboyoan language because it is very easy and most of the people in Surabaya speak this language. In this category, there are 14 respondents who hot A, 25 got B, 16 got C, 5 got D, and there are 2 who got E. Here, we can say that most of the respondents know Suroboyoan. The total of the respondents who got A according to the levels of the Javanese language are 24 respondents. 44 got B, 21 got C, 5 got D and only two got E.

After wards, she computed the data by using Pearson Chi-square for the α 5 %. The significance or the P. value is 0.70584, meanwhile the α is 0.05. It means that the signnificance value for the Chi-square is higher than α 5 %. From this category it is concluded that there is no relation between students ability in knowing the levels of Javanese toward their Javanese grades at school. Here, the Ho is accepted and Hi is rejected. Because the P. value or the significance is higher than α 5% or 0.05.

From the computation, it is understood that the respondents'ability in knowing the levels of Javanese language does not influence the respondents grade at school. This might happen, because every student has different ability in learning the subject at school.

JAVANESE as a SUBJECT in SCHOOL by CATEGORY (TableI.5)

```
                CATEGORY                                          Page i of 2
        Count  |
               |A=>81     B=66-80   C=56-65   D=45-55   E=<45
               |                                                      Row
               |   1.00|     2.00|     3.00|     4.00|     5.00| Total
JV Sub  -------+--------+--------+--------+--------+--------+
        1.00   |    3   |    5   |    1   |    1   |        |    10
  like         |        |        |        |        |        |  10.0
               +--------+--------+--------+--------+--------+
        2.00   |   18   |   29   |   17   |    6   |    2   |    72
  common       |        |        |        |        |        |  72.0
               +--------+--------+--------+--------+--------+
        3.00   |    3   |   10   |    3   |    1   |        |    18
  dislike      |        |        |        |        |        |  18.0
               +--------+--------+--------+--------+--------+
        Column     24       44       21        8        2      100
(Continued) Total   24.0     44.0     21.0      8.0      2.0    100.0
```

```
    Chi-Square                  α                    Significance
---------------------      -----------            -------------
Pearson                       0.05                    .63501
```

From this category we will know if there is an influence of respondents favorite in Javanese toward the Javanese grade at school or not. In this category, there are three different sub-categories. Based on the writer's observation, she finds that most of the junior high school students in Surabaya do not like the Javanese language at school. She even curious to know whether the respondents' favorite in Javanese influence their grades at school or not. It is quite common if someone does not like a subject, he/she will be reluctant to learn it and eventually, he/she will get bad mark for it.

Here, it is seen from the table above that 10 respondents say that they like the Javanese language subject at school. 72 respondents say that they do not like the Javanese subject but they like to learn it, in other words, they say that the Javanese subject is an ordinary one like the others. 18 respondents say that they do not like the Javanese subject at school. From the respondents who do not like this subject, they say that it is very difficult to learn and they will get bored if they learn the Javanese language.

From the respondents who like the Javanese language subject at school, there are 3 respondents who got A, 5 got B,1 got C, I also got D, and no one got E. Most of the respondents say that they have no impressions in learning the Javanese language at school. There are 18 respondents who got A, 29 got B, 17 got C, 6 got D and there are only 2 got E

For the respondents who do not like the Javanese language, there are 3 respondents who got A, 10 got B, 3 got C and only one who got D. and no one got E for this category. From this category it is known that most of the respondents

have no impressions in learning the Javanese language at school. They can not say that they like or dislike the Javanese subject, but they only have no impressions in learning the Javanese subject.

Form the respondents' degree of favorites in the Javanese language at school, there are 24 respondents who got A, 44 got B, 21 got C, 8 got D, and there are 2 who got E.

The writer computed the data and got the results. The significance for the Pearson Chi-square is 0.63501 for the α 5% or 0.05. Here the P. value is higher than α 5% (0.05). This statement means that the Ho is accepted and Hi is rejected. So, there is no influence of respondents' degree of favorites toward their Javanese grades at school. Students' favorites or not favorites in Javanese language at school do not influence their Javanese grade at school. There is no relation between students' favorites toward their Javanese grade at school.

PARENTS' TRIBES by CATEGORY (Table I.6)

```
                CATEGORY                                    Page 1 of 2
        Count  |
               |A=>81     B=66-80   C=56-65   D=45-55   E=<45
               |                                                  Row
               |    1.00|    2.00|    3.00|    4.00|    5.00| Total
Java    -------+--------+--------+--------+--------+--------+
         1.00  |   21   |   34   |   19   |    4   |    2   |    81
yes            |        |        |        |        |        |    81.0
               +--------+--------+--------+--------+--------+
         2.00  |    3   |   10   |    2   |    4   |        |    19
no             |        |        |        |        |        |    19.0
               +--------+--------+--------+--------+--------+
        Column     24       44       21        8        2       100
(Continued) Total  24.0     44.0     21.0      8.0      2.0     100.0
```

```
     Chi-Square                  α                    Significance
--------------------      ------------             ------------
Pearson                       0.05                      .15731
```

Here, the writer tries to find out the influence of Parents'ethnic toward Javanese grade at school. In this research she used Javanese and mixblood respondents to find out how far these two categories influence students grade in their Javanese. The respondents are asked whether both of their parents are Javanese or not. They gave responses based on their parents' ethnic. There are 81 respondents say that both of their parents are Javanese. 19 respondents say one of their parents is Javanese. It could be their mother or their father.

From the 81 respondents who are Javanese, there are 21 respondents who got A for the Javanese language subject at school. There are 34 got B, 19 respondents got C, 4 got D, and there are only 2 who got E. respondents who are purely Javanese may be have several advantages in learning Javanese language at school. Parents may teach their children to speak and learn Javanese at home informally.

Meanwhile, respondents who are not Javanese or one of their parents is Javanese, are rarely learn Javanese at home. This condition is also influenced by parents ability in teaching Javanese to their children.

From the respondents who are Javanese, there are 21 respondents who got A for Javanese language subject, 34 got B, 19 got C, 4 got D and there are 2 got E. The respondents who are mixblood or one of the parents is Javanese are only 19 respondents. From this category, there are 3 respondents who got A, 10 got B 2 got C. and there are 4 got D.

All of the data are computed, and she got the significance for Pearson Chi-square. The significance is 0.15731 for the α 5% or 0.05. It means that the p value

is higher than α 5%. Here, she concluded that the Ho is accepted and the Hi is rejected, so there is no influence of parents' ethnic toward Javanese grade at school. By using statistical test, it can be seen that there is no relation between parents' ethnic toward students' Javanese grade at school. We sometimes think that our originality will influence the ability of learning a language, but the statistical test proof that it has no influence at all.

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KNOWS JAVANESE and USE IT by  CATEGORY (Table I.7)

                   CATEGORY                            Page 1 of 2
           Count  |
                  |A=>81    B=66-80  C=56-65  D=45-55  E=<45
                  |                                          Row
                  |    1.00|    2.00|    3.00|    4.00|    5.00| Total
KNOWS      --------+--------+--------+--------+--------+--------+
            1.00  |   12  |   22  |   11  |    7  |    1  |     53
 yes        |     |        |        |        |        |        | 53.0
            +--------+--------+--------+--------+--------+--------+
            2.00  |   12  |   22  |   10  |    1  |    1  |     47
 not        |     |        |        |        |        |        | 47.0
            +--------+--------+--------+--------+--------+--------+
            Column    24       44       21        8        2      100
(Continued) Total    24.0     44.0     21.0      8.0      2.0    100.0


   Chi-Square                   α                 Significance
--------------------       -----------           -----------
Pearson                       0.05                  .39122
```

The last category tries to find out the influence of respondents' ability toward the Javanese grade at school. Here, the respondents are asked whether they understand Javanese or not. From the total respondents, there are 53 respondents say that they know the Javanese language very well, and there are 47 respondents say that they do not know the Javanese language very well.

From the respondents who know Javanese very well, there are 12 respondents who got A, 22 got B, 11 got C, 7 got D. There is only 1 who got E.

The respondents who do not know the Javanese language very well are 47%. There are 12 respondents who got A, 22 got B, 10 got C. For the rest there are two respondents who got D, and E.

Finally she found out the significance by using Pearson Chi-square. The significance is 0.39122 for the α 5% or 0.05. Here, the significance is higher than the α 5%. It means that the Ho is accepted and the Hi is rejected. So there is no influence between respondents' ability in knowing Javanese language very well toward students grade at school.

3.2.2. Data Presentation of Qualitative Analysis

The results of the data will be presented in tables, the total number of the respondents are 100 junior high school students. Students are asked their opinion toward the Javanese subject at school, and their opinions are presented in tables.

Table 1.1

The Javanese language is difficult	Percentage
Strongly agree	12
Agree	43
Disagree	41
Strongly disagree	4

From table 1.1 it is stated that junior high school students in Surabaya say that the Javanese language at school, is difficult. There are 43% of the respondents say that the Javanese language is difficult to learn although they used to speak Javanese but there are some differences with the Javanese language taught at school. The Javanese language at school due to the highest level of Javanese (krama), and students find it difficult.

Meanwhile, 41% of the respondents say that the Javanese language is not difficult to learn. The respondents who said that Javanese is not difficult to learn were able to speak Javanese very well, they speak Javanese fluently or they are clever students who care about their Javanese grade in school. Table 1.1 indicates that the Javanese language is difficult and it is hard for the students to accept and learn this subject.

Table 1.2

Javanese is a compulsory subject for JHS	Percentage
Strongly agree	10
Agree	44
Disagree	36
Strongly disagree	10

From table 1.2 , 44% of the respondents say that they agree if the Javanese language becomes a compulsory subject for junior high school students, and 36%

of the respondents say that they do not agree if the Javanese language becomes a compulsory subject.

This indicates that most of the respondents say that although the Javanese language subject at school is very difficult, but they do not mind if the Javanese language becomes a compulsory subject for them.

Table 1.3

The Javanese language should be abolished	Percentage
Strongly agree	13
Agree	19
Disagree	42
Strongly disagree	26

Although the Javanese language is difficult for almost all of the respondents but they say that the Javanese language at school should not be abolished. 42% of the respondents say that they disagree if Javanese language is abolished from the school curriculum, because the Javanese language is still important to maintain their mother tongue. Meanwhile, 26% of the respondents disagree if the Javanese language is abolished from the school curriculum. It means that most respondents disagree if Javanese language is abolished from Junior high school.

Only 13% of the respondent say that they strongly agree if the Javanese language should be abolished from Junior high school curriculum. 19% of the

respondents say that they agree if the Javanese language should be abolished from the curriculum. It means that 32% of the respondents agree if the Javanese language subject is abolished from junior high school curriculum.

This statement is supporting the previous statement. In table 1.2, it is said that most of the respondents are agree if the Javanese language became a compulsory subject in junior high school. This happen because the respondents think that the Javanese language subject in school is a way to maintain the Javanese culture.

Table 1.4

The Javanese language is only for Elementary School	Percentage
Strongly agree	15
Agree	27
Disagree	40
Strongly Disagree	18

The Javanese language is still important for all respondents. Although Javanese is difficult to learn but they try hard to learn this subject. From table 1.4 we can see that most of the respondents disagree if Javanese language is taught in elementary school only. These responses are related to the above statements, from table 1.1 until table1.3. Students may think that the Javanese language is difficult. It relates to the previous statements that most of the students disagree if the Javanese language is abolished from Junior high school.

They also agree if the Javanese language became a compulsory subject in Junior high school. From table 1.4, it is concluded that 40% of the respondents disagree if the Javanese language is only given to elementary school students, and 18% of the respondents gave their opinion that they strongly disagree if the Javanese language is only given to elementary school students.. Most of the students say that the Javanese language is difficult but it is important to maintain this subject, to know their own culture. In other words, we may say that 58% of the respondents disagree if they do not learn the Javanese language in junior high school.

Only 42% of the respondents say that they do not agree if they learn Javanese language in Junior high school, because it is very difficult for them. These respondents think that the Javanese language is not very important for junior high school students, because it does not have any advantages for their future life. The respondents who say that they agree if Javanese language is only for elementary school students. They say that learning Javanese is sufficient while they are in elementary school and not until junior high school.

Table 1.5

The Javanese language should be replaced by foreign language	Percentage
Strongly agree	14
Agree	18
Disagree	43
Strongly Disagree	25

From the above table, it is seen that most of the respondents do not want to learn other foreign languages to replace the Javanese language. The respondents say that English is very difficult for them although they learn it day by day. In this research the writer wants to find out respondents' opinion if the Javanese language will replaced by other foreign language. There are 43% of the respondents who say that they disagree if the Javanese language is replaced by the foreign language. 25% of the respondents give their opinion; they strongly disagree if the Javanese language is replaced.

This happen because the respondents are afraid to learn other foreign languages besides English. So, they still choose the Javanese language instead. In other words, we may say that 68% of the respondents disagree if other languages replace the Javanese language.

Meanwhile 14% of the respondents say that they strongly agree if other languages replace the Javanese language. These respondents think that Javanese language is very difficult for them. Therefore they prefer other foreign languages instead of Javanese. 18% of the respondents say that they agree if other languages replace the Javanese language.

From this table it can also see that although the Javanese language is very difficult for most of the respondents, anyhow students think learning a foreign language is more difficult than learning Javanese. Hence, the students prefer Javanese than foreign language. This statement supports the previous statement, in which the respondents disagree if the Javanese language is only for elementary school students.

Table 1.6

The Javanese language is less important	Percentage
Strongly agree	9
Agree	36
Disagree	42
Strongly Disagree	13

From table1.6 it is seen that the number of the respondents who agree and disagree is almost equal. It indicates that the Javanese language subject in junior high school is less interesting. There are 45% of the respondents say that the Javanese language subject is less important. These respondents think that the Javanese language does not have any relations with their future life, such as finding jobs and pursuing their careers.

From the respondents who say that the Javanese language is less important, there are 9% of the respondents who say that they strongly agree with the statement. 36% say that they agree, by saying that the Javanese subject is not really important.

For the rest, 55% of the respondents say that the Javanese language is still important to learn. There are 42% of the respondents say that they do not agree if people say that Javanese is less important. These respondents think that Javanese is still important for junior high school students. 13% of the respondents say that they strongly disagree with the statement.

From table 1.6, the number of the respondents who agree and who do not agree is almost equal. In this case, the respondents think that Javanese language is less important to learn. Even some students say that Javanese language is very difficult to learn but they have to try hard to learn it.

Table 1.7

The Javanese language is an enforcement for students	Percentage
Strongly agree	9
Agree	14
Disagree	54
Strongly disagree	23

From table 1.7 the writer stated here that most of the respondents disagree with the above statement. The Javanese language is not enforcement for junior high school students. 54% of the respondents say that they like to learn the Javanese language at school although it is very difficult for them to learn. 23% of the respondents strongly disagree with the statement. The respondents who disagree and strongly disagree say that they learn Javanese language because they want to, and it is part of school curriculum. They do not say that it is an enforcement for them to lean Javanese language.

Meanwhile there are only 23% of the respondents who agree with the statement above. These respondents may think that the Javanese language is very difficult; they do not want to learn it in junior high school.

From the 23% of the respondents, there are 14% of the respondents who agree with the statement. They say that the Javanese language is an enforcement for them. 9% of the respondents say that they strongly agree. These respondents also say that Javanese language is only for elementary school students.

Table 1.8

The Javanese language is not relevant	Percentage
Strongly agree	9
Agree	30
Disagree	48
Strongly disagree	13

By looking at this statement, the writer will find out respondents' opinion about Javanese language at school, especially for junior high school students. From table 1.8, most of the respondents say that Javanese language subject is still relevant with the present condition. 48% of the respondents disagree when we say that Javanese language is not relevant with the present condition. 13% of the respondents strongly disagree with the statement above.

In other words, we may say that most of the respondents or 61% of the respondents say that Javanese subject at school is relevant with the present condition. This is also supporting the previous statement, in which junior high school students do not want to lose their Javanese language. Respondents say that the Javanese language should not be replaced by other languages.

The second opinion is that the Javanese language subject is not relevant for the presents condition. There are 39% of the respondents say that the Javanese language is not relevant. 9% of the respondents strongly agree, 30% of the respondents strongly agree with the above statement. They think that Javanese language does not have relations to their future lives.

Table 1.9

The Javanese language is a way to maintain the culture	Percentage
Strongly agree	63
Agree	33
Disagree	3
Strongly disagree	1

From the above table, it is clearly seen that most of the respondents agree with the above statement. Respondents say that the Javanese language subject at school is a way to maintain the Javanese culture.

There are 63% of the respondents who say that they strongly agree. 33% of the respondents agree. Respondents think that it is important to maintain the culture in order not to lose their Javanese culture.

Meanwhile, there are only several respondents who disagree with the above statement; there are only 4% of the respondents. 3% of the respondents say that they disagree, and 1% of the respondents say that they strongly disagree. It

means that most of the respondents want to keep their culture and they agree to learn the Javanese language in junior high school.

Table 1.10

The Javanese language is an obstacle for the students	Percentage
Strongly agree	14
Agree	21
Disagree	52
Strongly disagree	13

From table 1.10 the writer stated that 65% of the respondents say that the Javanese language is not an obstacle for them. This statement has relation to the statement in which students say that the Javanese language is a compulsory subject for junior high school. Most of the respondents agree if the Javanese language is a compulsory for them.

There are 52% of the respondents say that they disagree, they say that they want to learn the Javanese language because they want to and it is part of school's curriculum. 13% of the respondents say that they strongly disagree. Meanwhile 35% of the respondents say that the Javanese language is an obstacle for junior high school. They do not have to learn it in junior high, because it is very difficult, and they have to learn it in elementary school. 14% of the respondents say that they strongly agree, 21 % of the respondents say that they agree with the statement above. It means that Javanese is less difficult for the students.

CHAPTER IV

CONCLUSION